

2007 Legislative Session - Excellent for CTE



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The 2007 legislative session came to a close at 9:40 p.m. on Sunday, April 22 – the 105th day. This session was extremely successful for Career and Technical Education. A total of \$20.95 Million of new enhancements were secured for secondary CTE in the Operating Budget along with \$74.7 Million in the Capital Budget for skills centers. In addition, CTE was an integral component of several bills, including the last minute compromise on the WASL (ESSB 6023 Alternative Assessments).

The following represents CTE funding in the final Operating budget for 2007-09:

Equipment Upgrades	\$9,387,000 – funding at \$75/FTE high schools & \$125/FTE skills centers for each year of the biennium
Skills Centers	\$8,119,000 (funds SSB 5790)
CTE at Middle School & Jr High	\$3,000,000 – OSPI approved math & science programs
Technology Director at OSPI	\$250,000
Skills Center Director at OSPI	\$194,000
Continuous funding:	
NERC	
Secondary	\$23,831 per CSU for 07-08 \$24,331 for 08-09
Skills Centers	\$18,489 per CSU for 07-08 \$18,877 for 08-09
Student Leadership	\$97,000 per year
Skills Center Summer School	\$2,385,000 per year (20% may be carried over)
Barrier Reduction	\$485,000 per year

In addition, the budget funds Pre-Apprenticeship Program Grants: \$350,000 for incentive and \$10,000 grants for districts to develop pre-apprenticeship programs.

Skills Centers received a total of \$74.7 million in the final Capital Budget:

\$9,362,000 for minor capital improvements at all of the state's vocational skills centers
\$24,400,000 for design and construction of the Skagit Valley Vocational Skills Center
\$23,161,000 for design and construction of the Sno-Isle Skills Center
\$16,366,000 for design and construction of the Yakima Valley Technical Skills Center
\$1,118,000 for design and construction of the Clark County Skills Center
\$300,000 for the completion of the New Market Skills Center project and to address storm water issues

Postsecondary CTE budget amounts:

Industry Skill Panels	\$640,000 to WTECB to establish and support industry skill panels and standards that identify the expectations for industry skill panel products and services
High-Demand Enrollments	\$17,140,00 650 FTEs 2008 and 650 FTEs 2009
Opportunity Grants	\$23,000,000 support the opportunity grants program
Apprenticeship Training	\$2,835,000 150 student FTEs in each fiscal year
Job Skills Program	\$5,950,000

Total for Postsecondary Workforce Education & Training: \$44,210,000

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In addition, CTE was amended into several bills as they progressed through the session. The following are highlights of some of those bills. The entire bills can be found at www.leg.wa.gov.

SSB 5790 - Skills Centers - as passed by the legislature is a compromise allowing 1.6 FTE. OSPI is to develop procedures to ensure that the school district and skills center report no student for more than 1.6 FTE combining both their high school and skills center enrollment. The bill requires and the budget funds a skills center director at OSPI. The legislation puts a definition of skills centers in state statute and requires OSPI to cooperate with the WTECB, skills center directors, and WA-ACTE to review and revise existing skills center policy guidelines and create and adopt rules. It also allows skills centers to operate branch campuses and satellite programs in high-demand fields to serve rural and remote as well as high density areas.

The legislation encourages access to skills centers in late afternoon, evening, and summer school. Whenever possible these programs will target school dropouts and students at risk of dropping out. Skills centers that receive the funding must participate in an evaluation that is designed to quantify results and identify best practices, collaborate with local community partners in providing a comprehensive program, and provide matching funds.

OSPI must establish and support skills centers of excellence in key economic sectors. The superintendent shall identify skills center roles in developing curriculum and methodologies for reporting skills center course equivalencies for graduation. Once established OSPI must develop and seek funding for a grant program for Running Start for CTE programs targeted to high-demand occupations. Grant recipients must assist in replicating the model CTE programs of study.

OSPI must ensure that funds generated by skills center students under I-728 are returned to the skills centers. The bill is awaiting the Governor's signature.

WASL – ESSB 6023 - Alternative Assessments - passed the legislature in a compromised form on the last day of session. The big debate centered on whether to delay passing the reading and writing along with the math and science WASL. The Governor had indicated she would veto any attempt to delay reading and writing. The final bill only delayed math and science until the Class of 2013. Students who do not pass the math test, but meet all other graduation requirements and keep taking math courses would still graduate. It also allows ACT and SAT and Advanced Placement exams to be used as alternative assessments. The State Board of Education will review and recommend whether the end-of-course tests could replace the WASL. Students must take the WASL *once* prior to using an alternative.

Students in the Class of 2008 who have not passed the WASL must earn one additional high school math credit or *CTE equivalent, including skills center courses*, after the 11th grade. The course must be intended to increase math proficiency and they must continue to take appropriate math assessments at least once until graduation. Remaining graduation classes must earn two additional math credits using the same criteria.

The legislation sets up an appeals process through ESDs: Students must have met or on track to meet all other state requirements; *have completed a CTE industry certification or is on track to enter an articulated postsecondary program in an accredited community or technical college that leads to industry certification*; is eligible for an IEP; or is an English language learner in the US for less than three years.

OSPI and the WTECB will convene a nine-member advisory committee to identify CTE curricula that will assist in preparing students for state assessment system and provide opportunities to obtain a CAA. The committee will be made up of four legislators; one individual from the CTE unit at OSPI; one representative from the WTECB; and three members appointed by OSPI and WTECB as recommended by the CTE community. The chair will be a non-legislative member.

It is not clear as *Visions* goes to press if the Governor will sign the bill and/or veto any portion.

SHB 1906 - Improving Math & Science – Directs WSU social and economic sciences research center to conduct the study of the math and science coaches program. *The bill contains language supporting the approval and funding of middle and junior high CTE math, science, and technology courses. A middle school that provides a hands-on experience in math and science with an integrated curriculum of academic content and Career and Technical Education, and includes a career and technical exploratory component shall qualify (\$1,500,000 per year).* It establishes a *Technology Directorat* OSPI who will collaborate with WTECB, four-year universities, and community & technical colleges to conduct outreach efforts to attract middle & high school students in math, science and technology and to educate students about course work necessary to prepare to succeed in these fields. (\$282,000 in education legacy trust funding for the director)

OSPI is directed to support a variety of private-public partnerships in math, science, and engineering and to obtain or develop classroom-based assessments for educational technology which must be available to schools by 2010-11.

The bill also asks the SBE to consider CTE math equivalent courses when revising graduation requirements to include a minimum of three math credits. In the statewide accountability plan, the SBE is to describe exceptions to the new approved curriculum such as integrated CTE and academics courses.

The legislation also contains: After School Support; Instructional Coaches, Math & Science Review; Alternative Routes to Certification; Retooling Math & Science; and College Readiness.

2SHB 1573 - Dropout Prevention, Intervention & Retrieval - Building Bridges grant program was funded at \$5 million. SPI must ensure that equal consideration is given to both school districts and other recipients when awarding grants. *CTE is included in the grant program and on state-level work group.* The state-level work group shall examine issues related to school districts' use of basic education allocations and develop recommendations and submit a report to the appropriate legislative committees by December 1, 2009. During 2007-2009 biennium, school districts that contract with eligible alternative educational service providers to provide education programs, including GED preparation, that generate course credits towards high school graduation, for students who are at risk of dropping out of school, or have dropped out, may continue to use basic education allocations to fund contracts with those providers. All school districts with contracts with eligible alternative educational service providers shall provide information to OSPI including, but not limited to: (a) The number of students enrolled in those programs; (b) the amount of weekly instructional hours provided; (c) the location of the instruction program provided; and (d) the number and types of staff providing the instruction in the programs.

E2SSB 5841 - Student Learning - The Bill contains: Voluntary All-Day Kindergarten; an ESL demonstration project; Community Learning Center; and CTE Career Pathways in High-Demand Fields. Even though the bill passed, the Career Pathways were not funded in the budget so will not be implemented.

2SHB 1677 - Outdoor Education and Recreation - Establishes an outdoor education and recreation program to provide a large number of underserved students with quality opportunities to directly experience the natural world. It is the intent of the program to improve students' overall academic performance, self-esteem, personal responsibility, community involvement, personal health, and understanding of nature and to empower local communities to engage students in outdoor education and recreation experiences.

2SHB 1980 - Financial Literacy - OSPI and other members of public/private partnerships shall make available to school districts the list of identified financial literacy skills and knowledge, instructional materials, assessments, and other relevant information. Encourages each school district to provide its students an opportunity to master the financial literacy skills and knowledge. \$100,000 in funding appropriated.

SSB 5503 - Athletic Trainers - Provides for the licensure of persons offering athletic training services to the public and to ensure standards of competence and professional conduct on the part of athletic trainers.

SCR 8404 - Workforce Training - passed the Senate - Approves the 2006 update to the state comprehensive plan for workforce training.

SSJM 8011 - No Child Left Behind Act - Joint Memorial as passed by the legislature requests to Congress to include *CTE teachers certified by industry in the definition of "highly qualified" under the NCLB.* Asks Congress to fully fund the No Child Left Behind Act of 2001 without reducing expenditures for other education programs and to make improvements to address various issues raised.

SHJR 4204 - Simple Majority - The issue will now go to the people for a vote in November 2007 to change the Constitution to allow for a simple majority to pass school levies.

If you have ever wondered why you belong to WA-ACTE, the work done this legislative session is a great reason – if it was not for the work of your Association, then none of this would have happened. Invite your colleagues to join – we need everyone to be a member – there is strength in numbers.

Congressman Baird Forms a Congressional CTE Caucus

Congressman Brian Baird from Washington's 3rd Congressional District is working with Congressman Phil English (R-PA) to form a CTE Caucus in the House of Representatives. The caucus will be bipartisan and will work to highlight the importance of CTE. Caucus members will also become aware of how CTE affects their district specifically, and they will seek out ways to continue to grow CTE courses throughout the country.

